

**Coordinator Survey Report  
Four-year-old Child Development Program  
The Education Oversight Committee (EOC)**

The Executive Director of the South Carolina Education Oversight Committee (EOC) commissioned personnel in the Office of Program Evaluation, Department of Educational Psychology, College of Education, at the University of South Carolina to conduct statewide surveys of teachers and early childhood coordinators in state-supported, four-year-old child development programs. The purpose of the surveys was to collect initial information about how state-funded four-year-old child development program services are being implemented across South Carolina. The teacher and early childhood coordinator surveys were developed by Office of Program Evaluation personnel in fall 2001. In winter 2002, the two surveys were field tested with child development teachers and early childhood coordinators in two local school districts in South Carolina. The coordinator survey consisted of a combination of 42 forced-response, Likert-type, and open-ended response items and was divided into eight areas:

- (a) demographic information,
- (b) screening and enrollment process,
- (c) funding and sources of funds,
- (d) school facilities, physical environment, and transportation,
- (e) opportunities for professional growth,
- (f) parental involvement,
- (g) child and program evaluation, and
- (h) public awareness and community involvement.

In this report, we provide a summary of the early childhood coordinators' responses. We sent eighty-five (85) surveys to the early childhood coordinators in 85 school districts. Responses from 74 early childhood coordinators in 73 school districts (one district had two coordinators) are reported. Hence, the district response rate is 86%.

### **Demographic Information**

***Questions 2, 3, and 4: Total number of years of administrative experience, teaching experience, and years you have been an early childhood coordinator.***

Table 1 shows the years of experience that early childhood coordinators had in administrative, teaching, and early childhood coordinator professional roles. The number of years of administrative experience ranged from 1 year to 31 years. The average number of years of administrative experience was approximately 13 years with a standard deviation of approximately 8 years. With respect to teaching experience, the coordinators had between 3 years and 36 years of teaching experience. The average number of years of teaching experience was approximately 15 years with a standard deviation of approximately 8 years. In addition, the number of years served as an early childhood coordinator ranged from 1 year to 25 years. The average number of years as a coordinator was approximately 6.5 years with a standard deviation of approximately 6 years.

Table 1: *Coordinators' Years of Professional Experience*

Type of Experience	Number	Min.	Max.	Mean	SD <sup>1</sup>	Median
Administrative	74	1	31	13.42	7.72	14.00
Teaching	74	3	36	15.26	8.22	13.00
Early Childhood Coordinator	72	1	25	6.64	6.39	3.00

**Questions 5 and 6: Gender and ethnicity**

Table 1 presents the basic demographic characteristics of the early childhood coordinators. As indicated in the table, the early childhood coordinators who responded to the survey were mostly white (80%) and female (87%).

Table 2: *Demographic Characteristics*

		Number	Frequency	Percent
Gender	Female	74	64	86.5
	Male	74	10	13.5
Ethnicity	African American	74	15	20.3
	White	74	59	79.7

**Question 7: List any professional organizations to which you belong.**

The professional memberships of the early childhood coordinators were extensive. The most frequently listed professional membership was the South Carolina Association of School Administrators (SCASA) (49%). The next most frequently listed professional membership was the Association for Supervision and Curriculum Development (ASCD) (46%). Other organizations included the National Association for the Education of Young Children (NAEYC), the South Carolina Association for Supervision and Curriculum Development (SCASCD), and the International Reading Association (IRA).

**Questions 8, 9, and 10: Total Number of four-year-old classes in your district, children served by your program, and four-year-old teachers in your district.**

The early childhood coordinators reported the total number of four-year-old child development classes, the total number of children served, and the total number of child development teachers in their districts. Table 5 shows a summary of the total number of reported classes, children, and teachers. The total number of child development classes ranged from 1 class to 101 classes. The average number of child development classes was approximately 10 classes and the median number of classes was 6 classes in each district. Given that the standard deviation for the number of classes in districts was 15 classes, wide variability in the number of preschool classes in districts existed. The total number of children served by the district's child development program ranged from 34 children to 1,420 children. The average number of children served by a district's child development program was approximately 198 children and the median number of children served by the district was 155 children. The total number of child development teachers in a district ranged from 1 teacher to 55 teachers. The average number of teachers in a district was approximately 8 teachers and the median number of teachers in a district was 6 teachers.

<sup>1</sup> SD = Standard deviation in this table and any table that follows.

Table 3: *Total Number of Four-year-old Classes, Children, and Teachers*

Descriptive	Number	Min.	Max.	Median	Mean	SD
Child development classes in district	72	1	101	6.00	10.33	14.54
Children served by program	71	34	1420	155.00	197.54	202.66
Child development teachers in district	72	1	55	6.00	7.63	8.13

**Question 11: Your highest degree**

Table 4 presents the early childhood coordinators' highest earned degree. As indicated in the table, all the coordinators who responded to the survey had at least a master's degree and the majority of the respondents had a master's degree +30 hours (54%). Approximately 15% of the coordinators had an education specialist's degree and 11% had a doctoral degree.

Table 4: *Highest Degree of Early Childhood Coordinators*

Degree	Number	Frequency	Percent
Master's degrees	74	13	17.6
Master's degrees +30 hours	74	40	54.1
Education specialist's degrees	74	11	14.9
Doctoral degrees	74	8	10.8
Other			
Two Master's degrees	74	1	1.4
Master's degrees +45 hours	74	1	1.4

**Question 12: Do you have a degree in Early Childhood Education or a related field? If your degree is in a related field, please specify. Are you certified in Early Childhood Education?**

About 45% of the early childhood coordinators reported that they were certified in early childhood education. Almost 57% of them responded that they had a degree in early childhood or a related field. The most common related area degrees were elementary education, special education, and administration.

**Screening and Enrollment Process**

Early childhood coordinators responded to a series of questions concerning their district's screening and enrollment process and their responses are delineated below.

**Question 13: What are the criteria used for enrollment of children in your four-year-old child development program?**

Table 5 presents the early childhood coordinators' responses about the criteria used for enrollment of children in the district's child development program. The most frequently indicated criterion used for enrollment of children in the child development programs was a child's age (97%) and developmental screening results were used almost as frequently as a criterion for enrollment (96%). The least frequently indicated criterion used to determine enrollment was prior enrollment of a relative such as a cousin, brother, or sister (15%).

Table 5: *Criteria Used for Enrollment of Children in Child Development Programs*

Criteria	Number	Frequency	Percent
Child's age	74	72	97.3
Developmental screening results	74	71	95.9
Parent's education level	74	43	58.1
Income	74	34	45.9
Prior enrollment of a relative such as cousin or brother	74	11	14.9
Other	74	32	43.2

***Question 14: Are these criteria prioritized to determine a child's enrollment in your program? If yes, indicate priority.***

Approximately 73% of the early childhood coordinators reported prioritizing the criteria to determine a child's enrollment in the program. The top five criteria were

- (a) child's age,
- (b) developmental screening results,
- (c) educational level of parents,
- (d) family income, and
- (e) prior enrollment of a relative.

***Question 15: List each step in order for enrollment of children in your four-year-old child development program.***

The early childhood coordinators indicated that the initial five steps for enrollment of children in the child development program were

- (a) registration process (e.g., birth certificate, immunizations, residency),
- (b) screening process,
- (c) selection of eligible children,
- (d) parents notified of status (acceptance, rejection, or on a waiting list), and
- (e) establish a waiting list, when indicated.

***Question 16: Provide the name of any screening instruments or developmental assessments used for entry of children into your four-year-old child development program.***

Table 6 presents early childhood coordinators' reports of the screening instruments or developmental assessments used for student enrollment into the child development programs. Most respondents indicated that their district used only the Dial-3 as the screening instrument or developmental assessment for entry of children into their child development programs (62%). Moreover, some form of the Dial was employed in 94% of the preschool screenings. Other screening instruments or developmental assessments used for enrollment of children into their programs are delineated in Table 6 (e.g., Brigance, combination of Dial-3 and other instruments).

***Table 6: Screening Instruments/Developmental Assessments Used for Student Enrollment***

Instruments	Number	Frequency	Percent
Dial-3	71	44	62.0
Dial-R	71	8	11.3
Dial-3, Dial-R	71	4	5.6
Brigance screen	71	4	5.6
Dial-3R	71	2	2.8
Dial-3, vision and hearing, Vineland, K-Seals, Denver	71	1	1.4
Dial-R, vision, hearing, and speech screening	71	1	1.4
Dial-3, health history questionnaire	71	1	1.4
Dial-3, anecdotal recording keeping, progress reports	71	1	1.4
Dial-3, speech screening, PSHAP	71	1	1.4
Dial-3, vision and hearing	71	1	1.4
Dial-3, special/language screening	71	1	1.4
Dial-3, Brigance developmental screening (disabled students)	71	1	1.4
Dial-R, vision, hearing, language	71	1	1.4

**Question 17: Are you aware of other children in your area who need to be served, but who are not? If yes, please list specific reasons.**

District early childhood coordinators reported an awareness of children in their area who needed to be served but who were not served. Approximately 66% of the coordinators had knowledge of eligible children who were not being served through child development programs. The most frequent reasons coordinators gave for lack of enrollment were based primarily on available funding and included (a) funding not available to hire additional teachers and classes, (b) insufficient classroom space available, and (c) lack of transportation.

**Questions 18 and 19: Is there a waiting list for enrollment into your program? If yes, how many are on the waiting list?**

Approximately 63% of early childhood coordinators indicated they had a waiting list for enrollment in their program. Table 7 presents a summary of the number of children on waiting lists for districts. As indicated in the table, the numbers of students on a waiting list ranged from 4 students to 450 preschoolers. The average number of students on a waiting list was 50 preschoolers with a standard deviation of 78 students. The median number of students on a waiting list was 30 preschoolers.

Table 7: Number on Waiting List

	Number	Min.	Max.	Mean	SD	Median
Waiting list	33	4.00	450.00	50.30	77.86	30.00

**Question 20: What are the reasons for your waiting list?**

Table 8 shows the reasons early childhood coordinators reported for waiting lists in their districts.

Table 8: Reasons for Waiting List

Reasons	Number	Frequency	Percent
Personnel	74	39	53
Classroom/Physical space	74	33	45
Family needs full-day	74	24	32
Transportation	74	6	8
Other			
Parental refusal	74	1	1

### Funding and Sources of Funds

Funding and sources of funds was the third category in which early childhood coordinators responded to a series of questions and their responses are delineated below.

**Question 21: For the children enrolled in your four-year-old child development program, do you have sufficient funding to meet their developmental and school readiness needs?**

As indicated in Table 9, about 53% of the early childhood coordinators reported that they had less than sufficient funding to meet the developmental and school readiness needs of the children enrolled in their child development programs.

Table 9: Sufficient Funding to Meet Child Development and School Readiness Needs

Response	Number	Frequency	Percent
Completely	73	1	1.37
For the most part	73	33	45.21
To a limited degree	73	31	42.47
Not at all	73	8	10.96

**Question 22: If you were given additional funding, please list and prioritize as many as three additional program services or activities you would add.**

In response to our request of, *If you were given additional funding, please list and prioritize as many as three additional program services or activities you would add*, teachers' priorities for additional funding were (a) implement full-day services, (b) classroom supplies, materials, equipment, and (c) field trip experiences for children.

**Question 23: Indicate funding sources and their approximate percentage of total four-year-old child development budget.**

Table 10 presents the early childhood coordinators' reported funding sources for their district's child development programs. Approximately 92% of the early childhood coordinators reported that at least some of their funding came from the State Educational Improvement Act 135. Other significant sources of funding included First Steps funds, district monies, and Title I funds.

Table 10: *Funding Sources*

Source	Number	Frequency	Percent
State Educational Improvement Act 135	74	68	91.9
First Steps	74	48	64.9
District	74	39	52.7
Title I	74	20	27.0
Fees for service	74	3	4.1
Head Start	74	1	1.4
Other			
HHS Block grant	74	4	5.4
Academic Assistance K – 3	74	2	2.7
Pre-school – Federal	74	1	1.4
Even Start	74	1	1.4
State Early Childhood Association	74	1	1.4
4-K allocation	74	1	1.4
United Way – Success by Six	74	1	1.4
Parent Programs	74	1	1.4

For each of the funding sources reported by early childhood coordinators, they were asked to indicate the approximate percentage of funds in their total child development budget. Table 11 shows a summary of the average percentages of the sources of funding. As shown in the table, the three primary funding sources were the State Educational Improvement Act, First Steps, and district funding.

Table 11: *Percentage of Source of Funding*

Funding	Number	Min.	Max.	Mean	SD	Median
State Educational Improvement Act	62	12.00	100.00	62.42	24.69	60.00
First Steps	44	5.00	100.00	29.98	19.11	25.00
District	36	3.00	70.00	22.17	16.99	17.50
Title I	18	3.00	50.00	23.38	15.25	19.50
Fees for service	3	0.20	85.00	29.87	47.79	4.40
Head Start	1	5.00	5.00	5.00	00.00	5.00
Other	15	5.00	60.00	24.72	16.22	19.00

***Question 24: Do you believe you have sufficient personnel in each classroom? If no, please list any addition personnel needed and their responsibilities.***

Approximately 88% of the early childhood coordinators believed they had sufficient personnel in each classroom. Twelve percent of coordinators, however, did not believe that they had sufficient personnel. Table 12 presents information from the 8 coordinators who responded to our request to indicate additional personnel needed and their responsibilities.

Table 12: *Additional Personnel Needed and Their Job Responsibilities*

Personnel and Responsibility	Number	Frequency
Classroom assistant to supervise children	8	3
Additional personnel to reduce the teacher/pupil ratio	8	3
Nurse to address medical needs of children	8	2
Librarian for district's Early Childhood Center	8	1
Music/Movement instructor for all 4K classes	8	1
Early Childhood curriculum specialists or teacher specialists	8	1
Clerical assistant	8	1
Additional assistance with parent education and pre-school home visits	8	1

***Question 25: Does your program provide or secure social or medical services for children and families? Please specify any social and medical services you provide or secure.***

Early childhood coordinators were asked whether personnel in their child development programs provided or secured social or medical services for children and families and to specify any social and medical services provided or secured. Table 13 presents information about service coordination. As indicated by the table, 50% of the coordinators reported that health related screenings, referrals, and services were provided through their child development program. Nevertheless, 25% of the coordinators reported that no social or medical services were provided or secured by preschool program personnel.

Table 13: *Social and Medical Services Provided or Secured*

Services Provided or Secured	Number	Frequency	Percent
Health related screenings, referrals, and services	68	34	50.0
No social and medical services provided or secured	68	17	25.0
Social services and referrals for social services	68	17	25.0
Dental screening, referrals, and services	68	13	19.1
Mental health, psychological, and school counselor services	68	12	17.6
Parent education and support	68	9	13.2
Vision services	68	8	11.8
Hearing screening and referrals	68	7	10.3
Speech and language screening, referrals, and services	68	6	8.8
Home visits upon request for screening	68	2	2.9

**School Facility, Physical Environment, and Transportation**

Early childhood coordinators were asked two questions concerning school facilities, physical environment, and transportation and their responses are delineated below.

***Question 26: Do you have adequate classroom and outdoor play facilities and equipment to meet children's developmental and school readiness needs?***

Table 14 shows information concerning whether early childhood coordinators' believed that they had adequate classroom and outdoor play facilities and equipment to meet children's developmental and school readiness needs. Approximately 52% of the coordinators indicated

that they had adequate classroom and outdoor facilities and equipment to meet their students developmental and school readiness needs.

Table 14: *Adequate Classroom and Outdoor Play Facilities and Equipment to Meet Children's Developmental and School Readiness Needs*

Response	Number	Frequency	Percent
Completely	73	6	8.22
For the most part	73	32	43.84
To a limited degree	73	32	43.84
Not at all	73	3	4.11

***Question 27: Does your district provide transportation to children enrolled in your four-year-old child development program?***

Approximately 99% of the early childhood coordinators indicated that their district provided transportation to children in their child development programs.

**Opportunities for Professional Growth**

Early childhood coordinators were asked to report the number and type of professional development activities related to early childhood education that their district provided, offered, or directly supported for child development teachers.

***Question 28: During this school year, indicate the number and type of professional development activities related to Early Childhood Education your district has provided, offered, or directly supported for your teachers.***

Table 15 presents information early childhood coordinators reported on professional development activities that their districts provided or supported during School Year 2001-2002. The most frequently supported professional development activity was school and district inservices with a mean of 5.79 and a median of 4.00. Additional information on the types of professional development activities provided or supported is delineated below in Table 15.

Table 15: *Types of Professional Development Activities*

Activities	Number	Min.	Max.	Mean	Median
School and District in services	48	1.00	26.00	5.79	4.00
Local and state workshops	46	1.00	27.00	3.00	2.00
State and national conferences	31	1.00	4.00	1.65	1.00
Classroom consultation on curricular issues	24	1.00	40.00	5.33	2.00
Release time to observe other classrooms	24	1.00	10.00	2.71	2.00
Re-certification hours	23	1.00	25.00	4.87	3.00
College classes	23	1.00	22.00	3.30	2.00
Consultation on child behavior & development	14	1.00	20.00	5.07	2.50
Other	9	1.00	39.00	6.67	3.00
Other	3	1.00	1.00	1.00	1.00

***Question 29: How does your district support your teachers' attendance at professional development conferences?***

Early childhood coordinators were asked to indicate how their district supports teacher's attendance at professional development conferences. As indicated in Table 16, coordinators reported a variety of ways in which their districts supported teachers' professional development efforts. Only 2 coordinators indicated that their district does not provide any support to teachers for attending professional development conferences.



Table 16: *District Support of Teachers' Attendance at Professional Developmental Conferences*

Type of Support	Number	Frequency	Percent
Reimbursement for travel	74	67	90.5
Pay release time to attend conferences	74	64	86.5
Reimbursement for conference fees	74	62	83.8
Reimbursement for meals	74	62	83.8
No support provided	74	2	2.7
Other			
Encourage attendance	74	1	1.4
Opportunity to present information to others in the district	74	1	1.4
Limited funding	74	1	1.4
Pay conference fee	74	1	1.4
Purchase materials	74	1	1.4

**Question 31: *If there are limitations or restrictions on conference attendance, please specify.***

About a third of the early childhood coordinators reported funding was a major limitation to conference attendance. The top two limitations or restrictions were budget restrictions and time out of the classroom.

### Parental Involvement

Early childhood coordinators were asked to indicate how teachers and family members exchanged information about children enrolled in child development programs.

**Question 32: *How do teachers and family members exchange information about your four-year-old child development program and the children?***

As indicated in Table 17, all of the coordinators indicated *phone calls* and *notes sent home with children* as the most frequently method of communication. Approximately 97% of respondents noted *PTA meetings/Open house* as a mode of communication. Information on additional methods of teacher-parent communication is delineated below in Table 17.

Table 17: *Teachers and Family Members Exchange of Information*

Method	Number	Frequency	Percent
Phone calls	74	74	100.0
Notes sent home with children	74	74	100.0
PTA meetings/Open house	74	72	97.3
Newsletter	74	69	93.2
Parent/Teacher communication book	74	30	40.5
E-mails	74	22	29.7
Other	74	41	55.4

**Question 33: *If parent or adult family members are asked to be involved in your four-year-old child development program, what type of adult family involvement occurs?***

Table 18 presents the type and frequency of family involvement in child development programs. As indicated in the table, early childhood coordinators noted that family members are involved in a number of types of activities.

Table 18: *Type of Adult Family Involvement in Preschool*

Type of Involvement	Number	Frequency	Percent
Assisting in special events at school	74	71	95.9
Assisting on field trips	74	69	93.2
Participating in parent education or family learning activities	74	66	89.2
Serving on school committees or advisory boards	74	60	81.1
Making or providing materials at school	74	59	79.7
Assisting in the classroom or making classroom presentations	74	55	74.3
Making or providing materials at home	74	49	66.2
Assisting in working in the school outside of classroom	74	35	47.3
Participating in Even Start Family Literacy Programs	74	16	21.6
Other			
First Steps/Parenting family literacy	74	1	1.4
Parent education classes and Parent – Teacher conferences	74	1	1.4
Parenting workshops	74	1	1.4
Minimum of two special events for parent involvement	74	1	1.4
Serving on Title I Advisory Committee	74	1	1.4
Local library activities	74	1	1.4
Home visits	74	1	1.4
Family activities	74	1	1.4

**Question 34: Do your teachers typically schedule school parent/teacher conferences for each child in the classroom? (Do not include Individualized Education Programs [IEPs].) If yes, what is the usual number of conferences per child per year?**

Early childhood coordinators were asked if their teachers typically schedule school parent/teacher conferences for each child in the classroom (excluding IEPs). Approximately 96% of the coordinators indicated that their teachers scheduled conferences for each child. Table 19 shows a summary of information about parent/teacher conferences. Apparently a small number of coordinators misunderstood the question. Hence, the median number of conferences, which was 2, more accurately reflects the coordinators' reported number of parent/teacher conferences.

Table 19: *Number of Conferences Per Child Per Year*

	Number	Min.	Max.	Median	Mean	SD
Conferences	67	1	260.00	2.00	6.17	31.50

**Question 35: Do your teachers typically have teacher home visits for each child in the classroom? If yes, what is the usual number of home visits per child per year?**

Early childhood coordinators were also asked if their teachers typically made home visits for each child in the classroom. Approximately 89% of the coordinators indicated that their teachers made home visits. Table 20 presents a summary of information about home visits. Again, the median number of home visits per child, which was 2, most accurately reflects the coordinators' reported number of home visits per child.

Table 20: *Number of Teacher Home Visits Per Child Per Year*

	Number	Min.	Max.	Median	Mean	SD
Home Visits	65	1	260.00	2.00	5.81	32.02

### Child and Program Evaluation

Early childhood coordinators responded to three questions concerning child and program evaluation and their responses are delineated below.

**Question 36: Does your four-year-old child development program have written program goals and objectives?**

Approximately 78% of the early childhood coordinators indicated that they had written program goals and objectives.

**Question 37: How do you assess children's progress?**

Table 21 shows the early childhood coordinators' responses about the assessment of individual children's progress. Approximately 80% of the coordinators indicated that children's progress is assessed by teacher-made assessments. Additional information about how individual children's progress was measured is delineated below in Table 21.

Table 21: *Assessment of Children's Progress*

Assessment	Number	Frequency	Percent
Teacher made assessments	74	59	79.7
Developmental or school readiness measures	74	58	78.4
Written narratives/anecdotes	74	48	64.9
Formal teacher observations of child	74	47	63.5
Portfolio assessments	74	43	58.1
Child emergent literacy and numeracy measures	74	34	45.9
Child social development or social competence measures	74	33	44.6
Work Sampling System	74	27	36.5
Other	74	11	14.9

In addition to indicating how children's progress is assessed, early childhood coordinators were asked to specify the measures for each assessment. Table 22 shows the frequency and the types of measures used to assess developmental or school readiness progress. The Dial screening was the most (75%) frequently indicated developmental measure. It should be noted, however, that only 44 of 74 coordinators responded to this question about individual child assessment.

Table 22: *Measures of Children's Progress (Developmental or school readiness measures)*

Measure	Number	Frequency	Percent
Dial	44	33	75.0
Checklist (District/general/local)	44	9	20.5
Observation/Teacher Judgment/Anecdotal Records	44	7	15.9
Brigance	44	3	6.8
High Scope / COR	44	2	4.5
K/4K Standards	44	2	4.5
Portfolio Assessment	44	2	4.5
Progress Reports	44	2	4.5
KSEALS	44	1	2.3
DENVER	44	1	2.3
Vineland	44	1	2.3
"Standards"	44	1	2.3
LAP	44	1	2.3

Table 23 presents the frequency and the types of measures used to assess children's social development or social competence. As indicated in the table, early childhood coordinators' most frequently reported social development measures were checklists (district/general/local) and

observation/teacher judgment/anecdotal records. Additional information about how children's social competence was assessed is delineated below in Table 23. It should be noted, however, that only 26 of 74 coordinators responded to this question about assessment of children's social development.

Table 23: *Measures of Children's Progress (Child social development or social competence measures)*

Measure	Number	Frequency	Percent
Checklist (District/general/local)	26	9	34.6
Observation/Teacher Judgment/Anecdotal Records	26	9	34.6
Dial	26	8	30.8
Portfolio assessment	26	4	15.4
Progress reports/4K progress reports	26	4	15.4
Parental questionnaire	26	3	11.5
High Scope / COR	26	2	7.7
"Standards"/District standards	26	2	7.7
Home visits	26	1	3.8
Photographs	26	1	3.8
Brigance	26	1	3.8
CDR	26	1	3.8

Table 24 shows the frequency and types of measures used to assess children's emergent literacy and numeracy. As indicated in the table, checklist (district/general/local) and observation/teacher judgment/anecdotal records were the most frequently used measures for children's emergent literacy and numeracy. Additional information about how children's literacy and numeracy skills were assessed is delineated below in Table 24. It should be noted, however, that only 29 of 74 coordinators responded to this question about assessment of children's literacy and numeracy skills.

Table 24: *Measures of Children's Progress (Child emergent literacy and numeracy measures)*

Measures	Number	Frequency	Percent
Checklist (District/general/local)	29	10	34.5
Observation/Teacher Judgment/Anecdotal Records	29	10	34.5
Dial	29	9	31.0
Portfolio assessment	29	4	13.8
Progress Reports/4K Progress Reports/General/District	29	4	13.8
Assessments (school or teacher created)	29	3	10.3
High Scope / COR	29	2	6.9
"Standards"/ District standards	29	2	6.9
DAP (draw a person)	29	1	3.4
Reading recovery	29	1	3.4
CDR	29	1	3.4

Table 25 presents the frequency and types of measures used for formal teacher observations of children. The most frequently used measure was a checklist (district/general/local). Additional information about how teachers observed children is delineated below in Table 25. It should be noted, however, that only 27 of 74 coordinators responded to this question about teachers' observations of children.

Table 25: *Measures of Children's Progress (Formal teacher observations of child such as rating scales or checklists)*

Measure	Number	Frequency	Percent
Checklist (District/General local)	27	13	48.1
Progress Report (District/Preschool)	27	5	18.5
4K Assessment/NAEYC Assessment	27	5	18.5
Observation/Teacher judgment/anecdotal records	27	3	11.1
High Scope / COR	27	2	7.4
Dial R	27	2	7.4
Portfolio Assessment	27	2	7.4
Work Sampling System, Teacher made assessments, Written narratives/anecdotes, and Portfolio assessments	27	1	3.7
CDR	27	1	3.7

***Question 38: Do you systematically assess other program dimensions of your classroom? Please provide the names of the measures such as surveys, observations, checklists, and assessments you use for each component including those developed by your program.***

Early childhood coordinators were asked if they systematically assessed other programmatic dimensions of their child development programs. Approximately 76% of the coordinators responded that they assessed other program dimensions of the classroom by assessing *teacher's or teacher assistant's performance*. Table 26 shows information coordinators' reported concerning other program dimensions assessed.

Table 26: *Assessment of Other Program Dimensions*

Program Component	Number	Frequency	Percent
Teacher's or teaching assistant's performance	74	56	75.7
Family involvement	74	43	58.1
Classroom environment	74	43	58.1
Parent satisfaction	74	42	56.8
Curricular implementation	74	34	45.9
Measurement of whole class progress	74	33	44.6
NAEYC recommended practices (DAP)	74	26	35.1
Other	74	10	13.5

For each of the seven-program components selected, early childhood coordinators were asked to provide the names of the measures they use for each preschool component. They were also asked to include other programmatic components and their program measure. The first program component about which they were asked was family involvement and Table 27 shows the frequency of the types of program measures used to assess for family involvement. Survey was the most frequently reported method of assessing family involvement. It should be noted, however, that only 40 of 74 coordinators responded to this question about measuring family involvement.

Table 27: *Assessment of Program Dimensions of Classroom (Family Involvement)*

Program Measure	Number	Frequency	Percent
Surveys	40	18	45.0
Sign in sheets	40	5	12.5
Attendance at meetings and conferences	40	4	10.0
Logs of conferences	40	3	7.5
Record of attendance (schools)	40	3	7.5
Record of family contacts	40	3	7.5
Observe	40	2	5.0
Number of home visits	40	2	5.0
Checklist of involvement	40	2	5.0
Teacher observation	40	2	5.0
Number of conferences	40	2	5.0
Logs of family activities	40	2	5.0
High Scope Program Quality Assess.-P2A	40	2	5.0
Participation logs	40	1	2.5
District parent conf attendance forms	40	1	2.5
Parent coordinator surveys	40	1	2.5
Monthly parental contacts	40	1	2.5
Teacher required to keep rosters and type of part	40	1	2.5
Parent coordinators keep rosters	40	1	2.5
Family and literacy dept. has information.	40	1	2.5
Names of parents	40	1	2.5
First Steps Parenting Program	40	1	2.5
Visitation calendar	40	1	2.5
School attendance	40	1	2.5
PTA sign in at school conferences	40	1	2.5
PAT	40	1	2.5
Parent survey (district developed)	40	1	2.5
Teacher surveys and questionnaires	40	1	2.5

Table 28 presents the frequency and types of program measures used to assess curriculum implementation. Observations were the most frequently reported program measure. It should be noted, however, that only 32 of 74 coordinators responded to this question about measuring curriculum implementation.

Table 28: *Assessment of Program Dimensions of Classroom (Curricular Implementation)*

Program Measure	Number	Frequency	Percent
Observations	32	11	34.4
High/Scope Program Quality Assessment	32	5	15.6
Observation checklist	32	4	12.5
Classroom observations using NAEYC document	32	3	9.4
Lesson plans are checked regularly	32	2	6.3
Observation by administration	32	2	6.3
Preschool	32	1	3.1
State 4-year old standards	32	1	3.1
Progress report	32	1	3.1
Discussions	32	1	3.1
Principal/Teacher evaluation	32	1	3.1
Early childhood classroom observation instrument	32	1	3.1
Classroom observations with narrative notes	32	1	3.1
<i>ECERS</i>	32	1	3.1
Coordinator observations	32	1	3.1
Monthly early childhood meetings/discussions	32	1	3.1
Creative curriculum	32	1	3.1
Head Start assessment	32	1	3.1
Feedback by district 4k coordinator	32	1	3.1

Table 29 shows the frequency and types of program measures used to assess whole class progress. The Dial-3 is the most frequently reported program measure. It should be noted, however, that only 30 of 74 coordinators responded to this question about measuring whole class progress. Moreover, given that the DIAL-3, which was the most frequently reported method, is a screening instrument, its use as an assessment of individual and group progress is questionable.

Table 29: *Assessment of Program Dimensions of Classroom (Measurement of whole class progress)*

Program Measure	Number	Frequency	Percent
DIAL 3	30	8	26.7
Observations	30	7	23.3
Checklist	30	6	20.0
Preschool progress reports	30	3	10.0
Anecdotal records	30	2	6.7
Brigance	30	2	6.7
Principal/Teacher evaluation	30	2	6.7
Teacher made assessments	30	2	6.7
District checklist	30	1	3.3
Class visits	30	1	3.3
Portfolio assessments	30	1	3.3
Open door policy	30	1	3.3
DIAL R	30	1	3.3
High Scope Quality Assessment	30	1	3.3
Informal discussions with teachers	30	1	3.3
Report cards	30	1	3.3
First Steps data collection	30	1	3.3
Surveys	30	1	3.3
Pre and post tests	30	1	3.3
Child observation records	30	1	3.3
Feedback by district 4k coordinator	30	1	3.3

Table 30 presents the types of program measures used to assess parent satisfaction. Parent surveys were the most frequently reported parent satisfaction measure. It should be noted, however, that only 39 of 74 coordinators responded to the question about measuring parent satisfaction.

Table 30: *Assessment of Program Dimensions of Classroom (Parent satisfaction)*

Program Measure	Number	Frequency	Percent
Surveys	39	24	61.5
Parent surveys	39	3	7.7
First Step surveys	39	3	7.7
District form/questionnaires	39	2	5.1
Conferences	39	2	5.1
State department surveys	39	2	5.1
Family learning satisfaction surveys	39	1	2.6
Suggestion box	39	1	2.6
Satisfaction needs assessment	39	1	2.6
EOC surveys	39	1	2.6
NAEYC parent questionnaires	39	1	2.6
Parent comments	39	1	2.6

Table 31 shows the frequency and types of program measures used to evaluate classroom environment. Observations were the most frequently reported method of assessing classroom environment. It should be noted, however, that only 43 of 74 coordinators responded to the question about measuring classroom environment.



Table 31: *Assessment of Program Dimensions of Classroom (Classroom environment)*

Program Measure	Number	Frequency	Percent
Observations	43	13	30.2
High Scope Quality Assessment	43	6	14.0
NAEYC	43	5	11.6
Observations by administrators	43	5	11.6
ECERS	43	4	9.3
Principal's evaluation	43	2	4.7
Checklist	43	2	4.7
Early childhood classroom observation instrument	43	2	4.7
Parent survey	43	1	2.3
DHEC	43	1	2.3
ABC voucher	43	1	2.3
Inventory list	43	1	2.3
Class visits	43	1	2.3
Informal	43	1	2.3
Class observations with narrative notes	43	1	2.3
Creative curriculum	43	1	2.3

Table 32 presents the frequency and types of program measures used to assess teachers' or teaching assistants' performance. ADEPT program observations and observations were the most frequently reported teacher performance measures. It should be noted, however, that only 53 of 74 coordinators responded to the question about measuring teachers' performance.

Table 32: *Assessment of Program Dimensions of Classroom (Teacher's or teaching assistant's performance)*

Program Measure	Number	Frequency	Percent
ADEPT program observations	53	15	28.3
Observations	53	15	28.3
District evaluation tools	53	7	13.2
High Scope Quality Assessment	53	4	7.5
District observations	53	4	7.5
Goals based evaluation for teachers	53	3	5.7
Conferences	53	2	3.8
Assessments	53	2	3.8
School evaluations	53	2	3.8
GBE assistant evaluations	53	2	3.8
Weekly observations	53	1	1.9
State assessments	53	1	1.9
Performance NOW	53	1	1.9
ECERS	53	1	1.9
SDOC evaluation processes	53	1	1.9

Table 33 shows the frequency and types of program measures used to evaluate NAEYC recommended practices. Observations were the most frequently reported program measure for Developmentally Appropriate Practices (DAP). It should be noted, however, that only 24 of 74 coordinators responded to the question about assessing early childhood recommended practices.

Table 33: *Assessment of Program Dimensions of Classroom (NAEYC recommended practices)*

Program Measure	Number	Frequency	Percent
Observations	24	6	25.0
NAEYC	24	4	16.7
Checklists	24	3	12.5
Self study for accreditation	24	2	8.3
For child development program	24	1	4.2
DAP	24	1	4.2
Teacher self assessment and lesson plans	24	1	4.2
ECERS	24	1	4.2
Working on a measure	24	1	4.2
ADEPT	24	1	4.2
Info sent by state department	24	1	4.2
SC early childhood observation tool	24	1	4.2
Used as guide no formal observation	24	1	4.2

Early childhood coordinators were provided with an “other” option under program component. Table 34 presents the frequency and types of program measures for the 8 coordinators who responded to the “other” category. High Scope and NAEYC assessments were the most frequently reported program measure.

Table 34: *Assessment of Program Dimensions of Classroom (Other)*

Program Measure	Number	Frequency	Percent
High Scope	8	2	25.0
NAEYC	8	2	25.0
First Steps parent survey	8	1	12.5
Creative curriculum model	8	1	12.5
Administrator’s checklist	8	1	12.5
Health and Safety, Nutrition (NAEYC)	8	1	12.5

### Public Awareness and Community Involvement

Early childhood coordinators were asked to respond to four questions concerning public awareness and community involvement and their responses are delineated below.

***Question 39: How do you publicize availability of your four-year-old child development program to parents, referral sources, and the general public?***

Table 35 shows information about how the early childhood coordinators publicized the availability of their child development programs to parents, referral sources, and the general public. Approximately 97% of the coordinators indicated publicizing through the newspaper. Additional methods of publicizing preschool programs are delineated below in Table 35.

Table 35: *Public Awareness of Program*

Publicity	Number	Frequency	Percent
Newspaper	73	71	97.3
Contact with families of former students	73	56	76.7
Contact with community groups	73	55	75.3
Contact with community service providers	73	53	72.6
Brochures	73	47	64.4
Open house	73	46	63.0
Radio and TV	73	39	53.4
Community developmental screenings	73	21	28.8
Speakers	73	15	20.5
Other	73	32	43.8

***Question 40: Who in the community volunteers in your four-year-old child development program?***

Early childhood coordinators were asked to indicate community volunteers in their child development programs. Table 36 presents information on the types of community volunteers who participated in child development programs. Approximately 62% of the coordinators indicated *individual community members who are non-family members*. Business partners (45%) and community organizations (41%) also helped frequently.

Table 36: *Community Volunteers*

Volunteers	Number	Frequency	Percent
Individual community members who are non-family members	73	45	61.6
Business partners	73	33	45.2
Community organizations	73	30	41.1
Religious organizations	73	9	12.3
Other			
Parents	73	3	4.1
Retirees	73	2	2.7
College students	73	2	2.7
Teacher Cadets	73	1	1.4
County library personnel	73	1	1.4
School volunteers, school district employees (mentors)	73	1	1.4
Community members who are family members	73	1	1.4
Foster grandparents	73	1	1.4
Grandparents	73	1	1.4
ASL proficient shadow	73	1	1.4

***Question 41: Estimate amount of nongovernmental funds given to your four-year-old child development program each year from individuals and organizations.***

Early childhood coordinators were also asked to estimate the amount of non-governmental funds and the value of non-monetary donations given to their child development programs from individuals and organizations. Table 37 shows a summary for the estimated amount of non-governmental funds. The amount ranged from \$0 to \$200,000. Nevertheless, most child development programs did not receive non-governmental funds to support their efforts.

Table 37: *Amount of Nongovernmental Funds*

	Number	Min.	Median	Max.	Mean	SD
Nongovernmental Funds	52	0	0	200000.00	5060.58	28393.19

***Question 42: Estimate value of non-monetary donations from individuals and organizations in your community.***

Table 38 presents a summary for the estimated amount of non-monetary donations. The value ranged from \$0 to \$100,000. The median value is \$0, indicating limited non-monetary contributions to child development programs.

Table 38: *Value of Non-monetary Donations*

	Number	Min.	Max.	Median	Mean	Std. Dev.
Non-monetary Donations	50	0	100000.00	0	2524.00	14119.25

## Coordinator Survey Four-year-old Child Development Program The Education Oversight Committee

*A statewide survey of four-year-old child development teachers and coordinators was commissioned by the South Carolina Education Oversight Committee. The purpose of this survey is to collect initial information about how state-funded, four-year-old child development program services are being implemented across the state. All individual responses are confidential and we will report only group information for respondents in a final report to the South Carolina Education Oversight Committee, therefore individual responses will not be reported to state and local administration. We have enclosed postage-paid, addressed envelopes so that you can mail the surveys directly to us. For most questions, we ask you to read and check the appropriate response or responses. In a few cases, we ask you to briefly write information about various components of your preschool program. Thank you in advance for taking your valuable time to read and thoughtfully complete the survey.*

### *I. Demographic information*

1. Check your position  
☐ Early Childhood Teacher  
☐ Early Childhood Coordinator (give title) \_\_\_\_\_
  
2. Total number of years of administrative experience you have. \_\_\_\_\_
  
3. Total number of years of teaching experience. \_\_\_\_\_
  
4. Total number of years you have you been an early childhood coordinator. \_\_\_\_\_
  
5. Gender  
☐ Female      ☐ Male
  
6. Ethnicity  

_____ African American	_____ White
_____ Asian American	_____ Hispanic
_____ American Indian	_____ Other (specify) _____
  
7. List any professional organizations to which you belong.

8. Total number of four-year-old classes in your district. \_\_\_\_\_

9. Total number of children served by your program. \_\_\_\_\_

10. Total number of four-year-old teachers in your district. \_\_\_\_\_

11. Your highest degree

_____ Bachelor's Degree	_____ Master's Degree +30 hours
_____ Master's Degree	_____ Doctorate Degree
_____ Education Specialist's Degree	
_____ Other (specify) _____	

12. Do you have a degree in Early Childhood Education or a related field?

\_\_\_\_\_ yes \_\_\_\_\_ no

If your degree is in a related field, please specify \_\_\_\_\_

Are you certified in Early Childhood Education?

\_\_\_\_\_ yes \_\_\_\_\_ no

## ***II. Screening and Enrollment Process***

13. What are the criteria used for enrollment of children in your four-year-old child development program? (Check all that apply at least some of the time)

_____ Child's age	_____ Developmental screening results
_____ Income	_____ Parent's education level
_____ Prior enrollment of a relative such as cousin, brother or sister	
_____ Other (describe) _____	

14. Are these criteria prioritized to determine a child's enrollment in your program?

\_\_\_\_\_ yes

\_\_\_\_\_ no

If yes, indicate priority.

1.

2.

3.

4.

5.

6.

7.

15. List each step in order for enrollment of children in your four-year-old child development program.

16. Provide the name of any screening instruments or developmental assessments used for entry of children into your four-year-old child development program.

17. Are you aware of other children in your area who need to be served, but who are not?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

If yes, please list specific reasons.

18. Is there a waiting list for enrollment into your program?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

19. If yes, how many are on the waiting list? \_\_\_\_\_

20. What are the reasons for your waiting list? (Check all that apply)

\_\_\_\_\_ Transportation

\_\_\_\_\_ Classroom/Physical space

\_\_\_\_\_ Personnel

\_\_\_\_\_ Only ½ day services available, but family needs full-day services

\_\_\_\_\_ Other (Please describe) \_\_\_\_\_

\_\_\_\_\_

### ***III. Funding and Source(s) of Funds***

21. For the children enrolled in your four-year-old child development program, do you have sufficient funding to meet their developmental and school readiness needs? Please circle your response.

Not at all

To a limited degree

For the most part

Completely

22. If you were given additional funding, please list and prioritize as many as three additional program services or activities you would add?

1.

2.

3.



23. Indicate funding sources and their approximate percentage of total four-year-old child development budget. The sum should total 100%. (Check all that apply)

_____	State Educational Improvement Act 135 Funding	% _____
_____	District funding	% _____
_____	Title I funding	% _____
_____	First Steps funding	% _____
_____	Head Start	% _____
_____	Fees for service	% _____
_____	Other (specify) _____	% _____
_____	Other (specify) _____	% _____

24. Do you believe you have sufficient personnel in each classroom?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

If no, please list any additional personnel needed and their job responsibilities.

25. Does your program provide or secure social or medical services for children and families?  
Please specify any social and medical services you provide or secure.

***IV. School Facility, Physical Environment, and Transportation***

26. Do you have adequate classroom and outdoor play facilities and equipment to meet children's developmental and school readiness needs? Please circle your response.

Not at all

To a limited degree

For the most part

Completely

27. Does your district provide transportation to children enrolled in your four-year-old child development program?

\_\_\_\_\_ yes

\_\_\_\_\_ no

***V. Opportunities for Professional Growth***

28. During this school year, please indicate the number and type of professional development activities related to Early Childhood Education your district has provided, offered, or directly supported for your teachers.

<b>Total Number</b>	<b>Types of Professional Development Activity</b>
	State and National Conferences
	Local and State Workshops
	School and District Inservices
	Re-certification Hours
	College Classes
	Planned formal classroom consultation on curricular issues
	Planned formal consultation on individual children's behavior and development
	Release time to observe other classrooms and teachers
	Other (specify)
	Other (specify)

29. How does your district support your teachers' attendance at professional development conferences?

(Check all that apply)

- \_\_\_\_\_ Pay release time to attend conferences (such as a professional day)
- \_\_\_\_\_ Reimbursement for conference fees
- \_\_\_\_\_ Reimbursement for travel
- \_\_\_\_\_ Reimbursement for meals
- \_\_\_\_\_ Other (specify) \_\_\_\_\_
- \_\_\_\_\_ No support provided

30. What Early Childhood Education professional development activities have you attended during the school year? Please specify.

31. If there are limitations or restrictions on conference attendance, please specify.

## ***VI. Parental Involvement***

32. How do teachers and family members exchange information about your four-year-old child development program and the children? (Check all that apply)

- |   |                                     |
|---|-------------------------------------|
| _____ Newsletter                        | _____ Notes sent home with children |
| _____ Parent/Teacher communication book | _____ PTA meetings/Open house       |
| _____ Phone calls                       | _____ E-mails                       |
| _____ Other (specify) _____             |                                     |

33. If parent or adult family members are asked to be involved in your four-year-old child development program, what type of adult family involvement occurs?

Check all that apply	Type of Involvement
	Participating in parent education or family learning activities
	Making or providing materials at school
	Making or providing materials at home
	Assisting in the classroom and/or making classroom presentations
	Assisting on field trips
	Assisting in special events at school
	Assisting by working in the school outside of classroom
	Serving on school committees or advisory boards
	Participating in Even Start Family Literacy Programs
	Other (specify)

34. Do your teachers typically schedule school parent/teacher conferences for each child in the classroom? (Do not include Individualized Education Programs [IEPs])

\_\_\_\_\_ yes                      \_\_\_\_\_ no

If yes, what is the usual number of conferences per child per year? \_\_\_\_\_

35. Do your teachers typically have teacher home visits for each child in the classroom?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

If yes, what is the usual number of home visits per child per year? \_\_\_\_\_

### ***VII. Child and Program Evaluation***

36. Does your four-year-old child development program have written program goals and objectives?

\_\_\_\_\_ yes                      \_\_\_\_\_ no

37. How do you assess children's progress? (Check all that apply)

\_\_\_\_\_ Developmental or school readiness measures  
(Please specify measures)

\_\_\_\_\_ Child social development or social competence measures  
(Please specify measures)

\_\_\_\_\_ Child emergent literacy and numeracy measures  
(Please specify measures)

\_\_\_\_\_ Formal teacher observations of child such as rating scales or checklists  
(Please specify measures)

\_\_\_\_\_ Work sampling system

\_\_\_\_\_ Written narratives/anecdotes

\_\_\_\_\_ Teacher made assessments

\_\_\_\_\_ Portfolio assessments

\_\_\_\_\_ Other (specify) \_\_\_\_\_

38. Do you systematically assess other program dimensions of your classroom? Please provide the names of the measures such as surveys, observations, checklists, and assessments you use for each component including those developed by your program. Please indicate any measures developed by your program with an asterisk (\*).

<b>Check all that Apply</b>	<b>Program Component</b>	<b>Program Measure</b>
	Family involvement	
	Curricular implementation	
	Measurement of whole class progress	
	Parent satisfaction	
	Classroom environment	
	Teacher's or teaching assistant's performance	
	NAEYC recommended practices (DAP)	
	Other (specify)	
	Other (specify)	

***VIII. Public Awareness and Community Involvement***

39. How do you publicize availability of your four-year-old child development program to parents, referral sources, and the general public? (Check all that apply)

- ☐ Brochures  
☐ Speakers  
☐ Contact with community service providers such as doctors and social workers  
☐ Contact with families of former students  
☐ Contact with community groups such as churches  
☐ Radio and TV  
☐ Community developmental screenings  
☐ Open house  
☐ Newspaper  
☐ Other (describe) \_\_\_\_\_

40. Who in the community volunteers in your four-year-old child development program?

<b>Check all that apply</b>	<b>Individuals from the following groups</b>
<input type="checkbox"/>	Community organizations
<input type="checkbox"/>	Business partners
<input type="checkbox"/>	Religious organizations
<input type="checkbox"/>	Individual community members who are non-family members
<input type="checkbox"/>	Other (specify)

41. \$\_\_\_\_\_ Estimate amount of nongovernmental funds given to your four-year-old child development program each year from individuals and organizations.

42. \$\_\_\_\_\_ Estimate value of non-monetary donations from individuals and organization in your community.

***Thank you for your participation in this survey. We appreciate you taking time to provide us with this information. Also, thank you for distributing the teacher surveys.***

**APPENDIX A**  
**TABLES: DEMOGRAPHIC INFORMATION**

Table A1  
*Early Childhood Coordinator Title*

Title	Number	Frequency	Percent
Assistant Superintendent	69	7	10.1
Assistant Superintendent for Instruction	69	6	8.7
Director of Elementary Education	69	5	7.2
Principal	69	4	5.8
Director of Special Services	69	2	2.9
Assistant Principal	69	2	2.9
Early Childhood Coordinator	69	2	2.9
Director of Early Childhood Education	69	2	2.9
Childhood Development Program Coordinator	69	1	1.4
Coordinator of Staff Development, Testing and Special Projects	69	1	1.4
Director of Federal Programs/Title 1/Early Childhood/Parenting/Testing	69	1	1.4
Interim Director	69	1	1.4
Director of Instruction and Federal Programs	69	1	1.4
Early Childhood Curriculum Specialist	69	1	1.4
Coordinator of Early Childhood/ Elementary Education	69	1	1.4
Executive Principal, Title 1 Coordinator, Director of Elementary Education	69	1	1.4
Assistant Superintendent for Instruction and Federal Programs	69	1	1.4
Elementary Education Coordinator	69	1	1.4
Director of Instruction	69	1	1.4
Child Development Specialist	69	1	1.4
Director of Adult, Early Childhood and Family Education	69	1	1.4
Title 1 Coordinator	69	1	1.4
Director of Elementary Education (Interim)	69	1	1.4
Curriculum and Instruction Coordinator	69	1	1.4
Coordinator of Early Childhood/Parenting	69	1	1.4
Supervisor of Curriculum and Instruction	69	1	1.4
Director of Academic Initiatives	69	1	1.4
Parenting Family Literacy and Early Childhood Coordinator	69	1	1.4
Coordinator of Academic Assistance	69	1	1.4
Coordinator of Early Childhood Services	69	1	1.4
Principal/Director	69	1	1.4
School Psychologist/Director of Special Programs	69	1	1.4
Coordinator of Early Childhood Education	69	1	1.4



Table A1  
*Early Childhood Coordinator Title (Continued)*

Title	Number	Frequency	Percent
Child Development Director	69	1	1.4
Coordinator of Early Childhood Education	69	1	1.4
Senior Executive for Administrative Services	69	1	1.4
Coordinator of Early Childhood Curriculum	69	1	1.4
Elementary Curriculum Coordinator	69	1	1.4
Director of Elementary Instruction	69	1	1.4
Early Childhood/Staff Development Coordinator	69	1	1.4
Early Childhood/Family Literacy Coordinator	69	1	1.4
Early Childhood Supervisor/Title 1 Coordinator	69	1	1.4
Director of Early Childhood Programs	69	1	1.4
Instructional Specialist for Early Childhood Education	69	1	1.4
Assistant Superintendent for Elementary Education	69	1	1.4
Director of Administrative Services	69	1	1.4
Lead Teacher	69	1	1.4

Table A2  
*Professional Organizations*

Organization	Number	Frequency	Percent
South Carolina Association of School Administrators (SCASA)	68	33	48.5
Association for Supervision and Curriculum Development (ASCD)	68	31	45.6
National Association for the Education of Young Children (NAEYC)	68	20	29.4
South Carolina Association for Supervision and Curriculum Development (SCASCD)	68	18	26.5
International Reading Association (IRA)	68	14	20.6
South Carolina Association for the Education of Young Children (SCAEEYC)	68	11	16.2
South Carolina Early Childhood Association (SCECA)	68	10	14.7
Southern Early Childhood Association (SECA)	68	8	11.8
SCIRA, Spartanburg County IRA	68	7	10.3
American Association of School Administrators (AASA)	68	6	8.8
Pi Delta Kappa (PDK)	68	6	8.8
Phi Delta Kappa	68	4	5.9
National Council of Teachers of English (NCTE)	68	4	5.9
SCCTM	68	4	5.9
South Carolina Education Association (SCEA)	68	4	5.9
National Education Association (NEA)	68	4	5.9
NCTM	68	4	5.9
SCATA	68	3	4.4
Palmetto State Teacher Association	68	3	4.4
Association for Childhood Education International (ACEI)	68	3	4.4
Reading Recovery Council (RRCNA)	68	3	4.4
South Carolina International Reading Council (SCCIRA)	68	2	2.9
COABE	68	2	2.9
South Carolina Middle School Association	68	2	2.9
South Carolina Staff Development Council	68	2	2.9

Table A2  
*Professional Organizations (Continued)*

Organization	Number	Frequency	Percent
NAESP	68	2	2.9
South Carolina Alliance of Black School Educators (SCABSE)	68	2	2.9
South Carolina Association of School Psychologist (SCASP)	68	2	2.9
NSDC	68	2	2.9
Council for Exceptional Children (CEC)	68	2	2.9
SCTM	68	2	2.9
Success by Six	68	2	2.9
Kappa Delta Pi	68	2	2.9
National Staff Development Council	68	2	2.9
High Scope Registry	68	1	1.5
National Association of School Psychologist (NASP)	68	1	1.5
SC <sup>2</sup>	68	1	1.5
ASA	68	1	1.5
ADK	68	1	1.5
First Steps	68	1	1.5
South Carolina Association of School Librarians	68	1	1.5
South Carolina Title I Administration	68	1	1.5
South Carolina Art Education Association (SCAEA)	68	1	1.5
Reggio Children International	68	1	1.5
Delta Kappa Gamma	68	1	1.5
School Counselors Association	68	1	1.5
SCLTM	68	1	1.5
Science	68	1	1.5
SCBCA	68	1	1.5
SCEAYC	68	1	1.5
South Carolina Association of Rural Educators (SCARE)	68	1	1.5
International Play Association	68	1	1.5
American Montessori Society	68	1	1.5
SCACUS	68	1	1.5
NCSS	68	1	1.5
KC-IRA	68	1	1.5
SCEPUR	68	1	1.5
First Steps – Board	68	1	1.5
Montessori Education Programs International – Board	68	1	1.5
South Carolina Social Studies Council	68	1	1.5
National Staff Development Council	68	1	1.5
SCASA Instructional Leaders	68	1	1.5
Laurens County Reading Council	68	1	1.5
South Carolina Parent Education Alliance (SCPEA)	68	1	1.5

Table A2  
*Professional Organizations (Continued)*

Organization	Number	Frequency	Percent
South Carolina Science Council	68	1	1.5
SCLME	68	1	1.5
South Carolina Science Supervisors Association	68	1	1.5
National Association of Secondary School Principals (NASSP)	68	1	1.5
South Carolina Association of Elementary School Principals	68	1	1.5
Pee Dee Council of International Reading Association	68	1	1.5
Kappa Delta Epsilon	68	1	1.5
Phi Delta Epsilon	68	1	1.5
South Carolina Network of Women Administrators in Education	68	1	1.5
South Carolina Association of Black Educators	68	1	1.5
Rural Education Association	68	1	1.5
Pee Dee Reading Association	68	1	1.5
South Carolina Rural Educators Association	68	1	1.5
South Carolina of Rural Administrators/Educators	68	1	1.5
South Carolina Reading Council	68	1	1.5
Local Education Association	68	1	1.5
South Carolina Reading Association	68	1	1.5
Association of Supervision and Curriculum	68	1	1.5
South Carolina Association of Title I Administrators	68	1	1.5
South Carolina Association for Rural Education	68	1	1.5
Board of Visitor Piedmont Technical College	68	1	1.5
SC/NSPRA	68	1	1.5
Kappa Delta	68	1	1.5
Delta Kappa Gamma Society International	68	1	1.5
Sumter Area Reading Association	68	1	1.5
SCAEC	68	1	1.5
NAETC	68	1	1.5
South Carolina Parent Education Alliance	68	1	1.5
National Reading Association	68	1	1.5
South Carolina Reading Association	68	1	1.5
Southern Association of Colleges and Schools (SACS)	68	1	1.5
Montessori Educational Programs International	68	1	1.5
American Montessori Association	68	1	1.5
National Drop-out Prevention Network	68	1	1.5

Table A3  
*Degree in Early Childhood Education or Related Field*

Response	Number	Frequency	Percent
Yes	74	42	56.8
No	74	32	43.2

Table A4  
*Early Childhood Education Certification*

Response	Number	Frequency	Percent
Yes	74	33	44.6
No	74	41	55.4

**APPENDIX B**  
**TABLES: SCREENING AND ENROLLMENT PROCESS**

Table B1

*Criteria used for Enrollment of Children in Four-year-old Program*

Criteria	Number	Frequency	Percent
Child's age	74	72	97.3
Developmental screening results	74	71	95.9
Parent's education level	74	43	58.1
Income	74	34	45.9
Prior enrollment of a relative such as cousin, brother or sister	74	11	14.9
Other			
Referrals (i.e., by another community agency, involving child abuse/neglect, special needs, pre-school service providers, IEP Agency)	74	9	12.2
Developmental delays (i.e., speech, vision, hearing)	74	8	10.8
Family constellation (single parent, guardian, both parents)	74	7	9.5
Age of mother	74	3	4.1
Residence in district	74	3	4.1
Mother's age at time of first birth	74	3	4.1
Age of youngest/oldest parent	74	2	2.7
Protective service case	74	2	2.7
Packet completion	74	1	1.4
Prior attendance in 3-year-old program	74	1	1.4
Work status of parent(s)	74	1	1.4
Family status	74	1	1.4
Medical information	74	1	1.4
English as a second language	74	1	1.4
Traumatic events	74	1	1.4
IEP (usually Speech)	74	1	1.4
Participation in PAT or PCP	74	1	1.4
Participation in the Parent Child Home Program	74	1	1.4
Participation in Even Start Program	74	1	1.4
Number of participants living in the home	74	1	1.4
Tester judgment	74	1	1.4
Montessori-only age of child	74	1	1.4
Parenting program	74	1	1.4
Special needs-Babynet referrals, etc.	74	1	1.4
Sibling in special needs program	74	1	1.4
Sibling retained in a grade	74	1	1.4
Number of siblings	74	1	1.4
Health needs	74	1	1.4

Table B1

*Criteria used for Enrollment of Children in Four-year-old Program (Continued)*

Criteria	Number	Frequency	Percent
Educational level of parent	74	1	1.4
Certificate of immunization	74	1	1.4
Dial-3 score	74	1	1.4
Dial	74	1	1.4
Special Education if applicable	74	1	1.4
How many hours per week child is read to	74	1	1.4
How many hours per week TV is watched	74	1	1.4
Parent questionnaire/special needs	74	1	1.4

Table B2

*Criteria Prioritized to Determine a Child's Enrollment in Program*

Response	Number	Frequency	Percent
Yes	70	51	72.9
No	70	19	27.1

Table B3

*First Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Child's age	53	30	56.6
Developmental screening results	53	18	34.0
Single parent families/economic level	53	1	1.9
Number of parents	53	1	1.9
Educational level of mother or primary caregiver in family	53	1	1.9
Income	53	1	1.9
Prior attendance in 3-year-old program	53	1	1.9

Table B4

*Second Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Developmental screening results	47	23	48.9
Family income	47	5	10.6
Child's age	47	4	8.5
Any developmental delay (i.e., emotional, social, language development)	47	3	6.4
Parent's educational level	47	2	4.3
Mother's educational level	47	2	4.3
Referrals	47	2	4.3
Tester judgment	47	1	2.1
Packet completion	47	1	2.1
IEP	47	1	2.1
Certificate of immunization	47	1	2.1
Number of parents in household	47	1	2.1
Resident	47	1	2.1

Table B5

*Third Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Family Income	38	10	26.3
Educational level of parent	38	7	18.4
Developmental screening	38	4	10.5
Referrals	38	2	5.3
Educational level of mother	38	2	5.3
Parenting	38	1	2.6
Any handicaps	38	1	2.6
Student selection criteria	38	1	2.6
Participation in Even Start/Parent child home	38	1	2.6
Child's age	38	1	2.6
Size of household	38	1	2.6
Age of youngest parent	38	1	2.6
DAT recommendation	38	1	2.6
Prior enrollment	38	1	2.6
Special needs	38	1	2.6
Survey information health	38	1	2.6
Screening results	38	1	2.6
Developmental delays/disability	38	1	2.6



Table B6

*Fourth Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Educational level of parents	22	9	40.9
Family status	22	2	9.1
Child's age	22	2	9.1
Mother's age at birth	22	2	9.1
Developmental delays	22	2	9.1
Number of parents in household	22	1	4.5
Work status of parents	22	1	4.5
Prior enrollment of a relative	22	1	4.5
Age of mother	22	1	4.5
Family Income	22	1	4.5
Screening	22	1	4.5
Dial-3	22	1	4.5
Special education	22	1	4.5

Table B7

*Fifth Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Family income	14	3	21.4
Prior enrollment (i.e., of a sibling or cousin)	14	3	21.4
Age of youngest/oldest parent	14	1	7.1
Educational level of parent	14	1	7.1
Residence	14	1	7.1
Educational level of mother	14	1	7.1
Age of mother	14	1	7.1
Family structure	14	1	7.1
Protective custody	14	1	7.1
Referral	14	1	7.1

Table B8

*Sixth Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Referrals	5	1	20.0
Dial-3	5	1	20.0
Income	5	1	20.0
Age of younger parent	5	1	20.0
Prior enrollment of relative	5	1	20.0

Table B9

*Seventh Criteria to Determine a Child's Enrollment in Program*

Criteria	Number	Frequency	Percent
Potential speech problem	2	1	50.0
Community agency referral	2	1	50.0

Table B10

*First Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Registration (bring birth certificate, record of immunization, proof of residency, and social security card)	69	34	49.3
Advertise	69	14	20.3
Dial-3 screening	69	5	7.2
Child must meet age requirement	69	4	5.8
Applications taken	69	4	5.8
Make appointment for screening	69	4	5.8
Child attend a child find clinic – vision and hearing are screened	69	1	1.4
Recruit	69	1	1.4
Parents complete speech language development history	69	1	1.4
Screening team meeting	69	1	1.4

Table B11

*Second Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Screening process	64	35	54.7
Schedule an appointment (i.e., testing, registration, screening)	64	12	18.8
Registration/Enrollment	64	8	12.5
Application process	64	4	6.3
Weight profile sheet prepared	64	1	1.6
District criteria	64	1	1.6
Parental contact of 4-year-olds	64	1	1.6
Parent survey of data collected and weighting assigned	64	1	1.6
School teams trained in Dial-3 are assigned areas of testing, oversight	64	1	1.6
Teachers and parent educators identify students who would qualify	64	1	1.6

Table B12  
*Third Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Screening process	59	16	27.1
Selection	59	7	11.9
Analysis of screening	59	4	6.8
Screening appointment	59	4	6.8
Parent notification	59	4	6.8
Rank order students	59	4	6.8
Advertisement	59	3	5.1
The Dial-3 total scaled score is converted to a percentile form using the appropriate table in the administrative manual	59	2	3.4
Placement	59	2	3.4
Registration	59	2	3.4
Formal enrollment	59	2	3.4
Class assignment	59	1	1.7
Home visit	59	1	1.7
Application screening and rating (ratings are a total of scores)	59	1	1.7
Applications are placed in order from highest to lowest ratings	59	1	1.7
Child enters program	59	1	1.7
Teacher ranking	59	1	1.7
Contacted by district via letter	59	1	1.7
Provision of proof of residence, social security number, birth certificate, immunization record	59	1	1.7
Students rated according to above criteria	59	1	1.7
Parent educators identify children during home visits	59	1	1.7
Educational level of parent	59	1	1.7
Application information entered into database	59	1	1.7
All documents must accompany the application: proof of residence, birth certificate, immunization record, and social security number	59	1	1.7

Table B13

*Fourth Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Offer acceptance letters to those within the greatest number of points (notification)	44	7	15.9
Conduct screening	44	7	15.9
Home visits	44	3	6.8
Children are placed according to priority on the waiting list	44	3	6.8
Rank students based on needs	44	2	4.5
Rank according to enrollment criteria	44	2	4.5
The child will be given an ok or potential problem ranking and points	44	1	2.3
Orientation	44	1	2.3
Income	44	1	2.3
Selection criteria	44	1	2.3
Parents are notified in regards to admission/enrollment	44	1	2.3
Analyze data	44	1	2.3
Immunization notices are sent out by nurses	44	1	2.3
Register up to capacity	44	1	2.3
Percentiles ranked lowest to highest	44	1	2.3
Notification of enrollment status based on space available	44	1	2.3
The criterion weighted check list is completed on each child	44	1	2.3
The child's birth certificate, social security card, and immunization cards will be checked and copied	44	1	2.3
Vision and hearing services	44	1	2.3
Acceptance and denial letters sent to parents	44	1	2.3
Priority to most at risk	44	1	2.3
Children prioritized	44	1	2.3
Selection of children based on criteria	44	1	2.3
Letters sent to parent who have applied with screening date, time, location	44	1	2.3
All screened applicants are prioritized by criteria to determine "most in need", with letters of acceptance mailed to those filling slots. Waiting list letters are mailed to those over our number we are able to accept.	44	1	2.3
Information forwarded to district office ranked	44	1	2.3
Children are placed according to priority on the waiting list	44	1	2.3

Table B14  
*Fifth Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Parents notified of status (acceptance, rejection, or on waiting list)	31	8	25.8
Classes are filled based on screening and data gathered	31	7	22.6
Placement on waiting list	31	3	9.7
Enrollment	31	2	6.5
Rank order results	31	2	6.5
Parents interviewed using the student selection form	31	1	3.2
Selection process begins	31	1	3.2
Contact parents of children who do not come	31	1	3.2
Student reports to class	31	1	3.2
Team meets to determine high risk children	31	1	3.2
Home visits	31	1	3.2
Age of younger parent	31	1	3.2
Parents return signed "Agreement Letter"	31	1	3.2

Table B15  
*Sixth Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Notify parents (i.e., information on school calendar, home visits schedule, acceptance to program, program participation)	20	6	30.0
Establish a waiting list	20	3	15.0
Students enter program	20	2	10.0
Screen children	20	2	10.0
The total points will be used to rank children. Children with the highest points will be selected to enter the program.	20	1	5.0
Teachers select students most in need of program	20	1	5.0
School starts	20	1	5.0
Telephone follow-up for incomplete appointments	20	1	5.0
Social workers assist in completing registration process for all families needing assistance (getting social security number, birth certificate, immunization, etc.)	20	1	5.0
Slots are filled from the waiting list as available	20	1	5.0
Students are added as they register during the year. No waiting list exists.	20	1	5.0

Table B16  
*Seventh Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Place children	6	1	16.7
Teachers contact parents	6	1	16.7
Written follow-up	6	1	16.7
As soon as a slot opens, the child on the list in most need is enrolled	6	1	16.7
Parents must agree to attend conferences and participate in home visits	6	1	16.7
Screening is on-going and a waiting list is maintained	6	1	16.7

Table B17  
*Eighth Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Parents are invited in home by teacher	3	1	33.3
Written notification of selection/non-selection	3	1	33.3
Take all students who register	3	1	33.3

Table B18  
*Ninth Step in Enrollment of Children in Program*

Step	Number	Frequency	Percent
Students begin program	2	1	50.0
Preparation/maintenance of waiting list	2	1	50.0

Table B19  
*Awareness of Children in Area Who Need to Be Served, But Aren't*

Response	Number	Frequency	Percent
Yes	73	48	65.8
No	73	25	34.2

Table B20  
*Reasons Students Are Not Served*

Reason	Number	Frequency	Percent
Insufficient financial resources	46	15	32.6
Space is limited	46	9	19.6
Not enough slots available	46	8	17.4
Most parents want their children to stay in an all day program	46	7	15.2
No allocation available to hire additional teacher and classroom aide	46	4	8.7
No physical space for program	46	3	6.5
Children that are enrolled in GLEAMS, a local early childhood program	46	2	4.3
Coordination or half-day program with local child care options, especially Head Start and church kindergartens	46	1	2.2
Refused open slot in school other than their community school	46	1	2.2
Lack of parental concern	46	1	2.2
Some parents choose daycare	46	1	2.2
Parents say that they were unaware	46	1	2.2
Head Start also serves children as well as a private school and a church organization	46	1	2.2
We have ½ day programs and some parents are unable to provide care when the children are not in scheduled session	46	1	2.2
Do not always meet selection scale numbers	46	1	2.2
Not registering for screening	46	1	2.2
Some students require full day programs and some day cares will not transport children for half day or accept them half day	46	1	2.2
Not enough classes	46	1	2.2
We have one primary school in our district that will be getting a child development program for the first time during the 2002-2003 school year.	46	1	2.2
The family cannot afford the tuition but their income falls just beyond ABC guidelines	46	1	2.2
Parents who are not working on going to school but fall within the ABC financial guidelines but cannot be funded via these programs	46	1	2.2

Table B21  
*Waiting List for Enrollment into Program*

Response	Number	Frequency	Percent
Yes	73	46	63.0
No	73	27	37.0

**APPENDIX C**  
**FUNDING AND SOURCES OF FUNDS**

Table C1  
*Additional Funding First Priority*

Priority	Number	Frequency	Percent
Full-day services	69	17	24.6
Additional classes	69	16	23.2
Additional personnel	69	3	4.3
Additional supplies/materials	69	3	4.3
Staff development	69	3	4.3
Professional development	69	3	4.3
Montessori	69	2	2.9
More field trips	69	2	2.9
Outdoor equipment (i.e., tricycles, balls, and other play equipment)	69	2	2.9
Curriculum to include more books	69	2	2.9
Added slots	69	2	2.9
Extended scope of service to include all interested 4 year olds	69	1	1.4
More phonics programs	69	1	1.4
Programs for non-English speaking children and parents	69	1	1.4
Training of teachers	69	1	1.4
Monies for classroom mobiles	69	1	1.4
Classroom equipment/materials	69	1	1.4
Early reading programs and language programs	69	1	1.4
Parent Child Home Program	69	1	1.4
Take-home materials/activities for children	69	1	1.4
Health services – RN or practical nurse	69	1	1.4
DAT home visitation program	69	1	1.4
Language development (not speech)	69	1	1.4
Developmentally appropriate playground equipment	69	1	1.4
In-service training throughout the year for teachers and instructional assistant	69	1	1.4
High Scope training for all teachers and assistants	69	1	1.4



Table C2  
*Additional Funding Second Priority*

Priority	Number	Frequency	Percent
Classroom supplies, materials, and equipment	56	8	14.3
Curriculum and training (i.e., High Scope, language and literacy research-based training, Creative Curriculum)	56	7	12.5
Full-day services	56	6	10.7
More field trip experiences	56	4	7.1
Additional personnel	56	3	5.4
Parenting workshops	56	2	3.6
More slots	56	2	3.6
Playground equipment	56	2	3.6
Take home books	56	1	1.8
Phonics programs	56	1	1.8
Universal Pre-K services available to all	56	1	1.8
Additional ½ day classes to include all interested families	56	1	1.8
Computers for centers	56	1	1.8
Summer enrichment	56	1	1.8
Trips that involve the family	56	1	1.8
Early childhood curriculum	56	1	1.8
Expand the activities to involve and provide strategies for parents to use when working with their child	56	1	1.8
Social worker/parent facilitator	56	1	1.8
Librarian for district's early childhood center	56	1	1.8
Home visit component for more than two visits per year	56	1	1.8
Manipulatives	56	1	1.8
Serve 3-year-olds	56	1	1.8
Literacy coach for teachers	56	1	1.8
Nurse	56	1	1.8
Appropriate resources	56	1	1.8
Items that need periodical replacement such as housekeeping, blocks, outside equipment, etc.	56	1	1.8
Computer equipment and programs	56	1	1.8
More classes	56	1	1.8
Hire only early childhood certified teachers	56	1	1.8
Montessori program	56	1	1.8
Classroom space	56	1	1.8
Free professional development	56	1	1.8
Provide services for children 0 – 3	56	1	1.8

Table C3  
*Additional Funding Third Priority*

Priority	Number	Frequency	Percent
Field trip experiences for children	42	4	9.5
Supplies and materials	42	4	9.5
Professional development opportunities for staff	42	3	7.1
Classroom library books	42	3	7.1
Increased number of sites	42	1	2.4
Monies for classroom equipment, materials, professional development	42	1	2.4
Adult education	42	1	2.4
Training for paraprofessional in High Scope	42	1	2.4
Programs for 3 year olds	42	1	2.4
Additional resources/training	42	1	2.4
Space	42	1	2.4
Health services	42	1	2.4
Welcome to the World of Literacy	42	1	2.4
Smaller class size	42	1	2.4
Project Approach	42	1	2.4
Parent resource center at each school site	42	1	2.4
Increase in-service activities	42	1	2.4
Music/Movement instructor of all 4K classes	42	1	2.4
Higher salary for paraprofessionals	42	1	2.4
Artists in residence	42	1	2.4
Computers and software	42	1	2.4
Social worker	42	1	2.4
Family services	42	1	2.4
Supplies for centers so they could be changed and varied	42	1	2.4
Home visits for the summer	42	1	2.4
PAT position	42	1	2.4
Classes	42	1	2.4
Supplies and materials – Technology (touch screen, appropriate interactive programs)	42	1	2.4
Full-day services	42	1	2.4
More staff development that is age appropriate	42	1	2.4
More parent involvement programs	42	1	2.4
Emergent literacy training	42	1	2.4
Developmental therapy class for children with behavior programs or conduct describes	42	1	2.4

Table C4  
*Additional Funding Fourth Priority*

Priority	Number	Frequency	Percent
Montessori	8	2	25.0
Improve 4K playgrounds	8	1	12.5
Dance Teacher	8	1	12.5
More books and toys	8	1	12.5
Additional professional development	8	1	12.5
Full-time speech therapist	8	1	12.5
More time from OT, PT, and nurses	8	1	12.5
Parent educators	8	1	12.5
More home visits	8	1	12.5

Table C5  
*Additional Funding Fifth Priority*

Priority	Number	Frequency	Percent
Provide intensive High Scope training for all 4K teachers and assistants	1	1	100.0

Table C6  
*Sufficient Personnel in Each Classroom*

Response	Number	Frequency	Percent
Yes	74	65	87.84
No	74	9	12.16

**APPENDIX D**  
**SCHOOL FACILITY, PHYSICAL ENVIRONMENT, AND TRANSPORTATION**

Table D1

*District Provides Transportation to Children*

Response	Number	Frequency	Percent
Yes	73	72	98.63
No	73	1	1.37

**APPENDIX E**  
**OPPORTUNITIES FOR PROFESSIONAL GROWTH**

Table E1  
*Types of Professional Development Activities*

Activities	Number	Min.	Max.	Mean	Median
State and National Conferences	31	1	4	1.65	1.00
Local and State Workshops	46	1	27	3.00	2.00
School and District In-services	48	1	26	5.79	4.00
Re-certification Hours	23	1	25	4.87	3.00
College Classes	23	1	22	3.30	2.00
Planned formal classroom consultation on curricular issues	24	1	40	5.33	2.00
Planned formal consultation on individual children's behavior and development	14	1	20	5.07	2.50
Release time to observe other classrooms and teachers	24	1	10	2.71	2.00
Other	9	1	39	6.67	3.00
Visits to schools with High Scope curriculum					
Four teachers trained in High Scope					
Montessori training					
ECE teacher became National Board certified					
District-wide networking					
Indirect workshops					
Workshop on how to use computers in the classroom					
Survivor workshop – High Scope					
Summer Institute sponsored by SDE/USC					
Informal classroom observations/feedback sessions					
Other	3	1	1	1.00	1.00
ECERS training					

Table E2

*Early Childhood Education Professional Development Activities Attended*

Activities	Number	Frequency	Percent
District, State, and Regional Meetings on Early Childhood Issues	67	25	37.31
Literacy related activities	67	22	32.84
High Scope	67	12	17.91
Assessment Meeting	67	11	16.42
Coordinator's meeting	67	9	13.43
Parent related activities	67	6	9.96
First Steps	67	6	9.96
Montessori	67	5	7.46
District in-service meetings	67	5	7.46
Creative Curriculum training	67	4	5.97
NAEYC	67	3	4.48
National Board related activities	67	3	4.48
Developmentally Appropriate Practices Workshop in district	67	2	2.99
Success by 6 training	67	2	2.99
Title I Conference	67	2	2.99
Preschool children with disabilities conference	67	1	1.49
Instructional roundtable meetings	67	1	1.49
Summer leadership	67	1	1.49
Dr. [Seuson] brain research implication for all levels	67	1	1.49
Building Blocks conference	67	1	1.49
Curriculum	67	1	1.49
Child growth and development	67	1	1.49

Table E2

*Early Childhood Education Professional Development Activities Attended (Continued)*

Activities	Number	Frequency	Percent
Visits to other district's early childhood programs	67	1	1.49
Visitations to model programs in GA and NC	67	1	1.49
Overview of NAEYC observation instrument	67	1	1.49
Presented to Staff Developmentally Appropriate Practices	67	1	1.49
Classroom Environment	67	1	1.49
Observing/Recoding student engagement in the learning	67	1	1.49
Early Childhood Institute	67	1	1.49
Early childhood advisory council meetings	67	1	1.49
Early childhood technology workshop	67	1	1.49
SCASCD	67	1	1.49
Ethical Code of Conduct – Early Childhood	67	1	1.49
Teacher Forum (presentations)	67	1	1.49
Creation Station (tech)	67	1	1.49
Assessment/parent involvement	67	1	1.49
None	67	9	13.43

Table E3

*Limitations or Restrictions on Conference Attendance*

Limitations or Restrictions	Number	Frequency	Percent
Funding	60	19	31.67
Budget cuts	60	11	18.33
Time out of the classroom	60	11	18.33
Budget restraints	60	8	13.33
None	60	7	11.67
Limited time due to many responsibilities	60	5	8.33
Have been in the position on an interim basis since January	60	1	1.67
Must use the same district travel allotted for all responsibilities and mileage	60	1	1.67
No overnights will be allowed after Feb. 1, 2002	60	1	1.67
This year has been a difficult year for conferences, but on average our district is very supportive.	60	1	1.67
One conference (ECE) yearly, all expenses paid	60	1	1.67
Only in-state conferences	60	1	1.67
Number of years worked in the district	60	1	1.67

## APPENDIX F PARENTAL INVOLVEMENT

Table F1  
*Teachers and Family Members Exchange of Information*

Method	Number	Frequency	Percent
Phone calls	74	74	100.0
Notes sent home with children	74	74	100.0
PTA meetings/Open house	74	72	97.3
Newsletter	74	69	93.2
Parent/Teacher communication book	74	30	40.5
E-mails	74	22	29.7
Other			
Home visits	74	28	37.8
Parent/teacher conferences	74	8	10.8
Parent workshops	74	4	5.4
Parent handbook	74	2	2.7
Student reports	74	2	2.7
Folders/clip boards	74	2	2.7
Child development open houses	74	1	1.4
Parents are invited and welcomed to drop in, visit, spend the day, volunteer	74	1	1.4
Parent education meetings	74	1	1.4
Commercial publications	74	1	1.4
Parent classes	74	1	1.4
Flyer	74	1	1.4
Smart Matters in some schools	74	1	1.4
Parenting centers in some schools	74	1	1.4
Parent Educators	74	1	1.4
Website	74	1	1.4
Local cable channel	74	1	1.4
Brochures	74	1	1.4
Family activities	74	1	1.4
Daily contacts at school	74	1	1.4

Table F2  
*School Parent/Teacher Conferences for Each Child*

Response	Number	Frequency	Percent
Yes	74	71	95.9
No	74	3	4.1



Table F3  
*Teacher Home Visits*

Response	Number	Frequency	Percent
Yes	74	66	89.19
No	74	8	10.81

**APPENDIX G**  
**CHILD AND PROGRAM EVALUATION**

Table G1  
*Written Program Goals and Objectives*

Response	Number	Frequency	Percent
Yes	71	55	77.5
No	71	16	22.5

Table G2  
*Assessment of Children's Progress*

Assessment	Number	Frequency	Percent
Teacher made assessments	74	59	79.7
Developmental or school readiness measures	74	58	78.4
Written narratives/anecdotes	74	48	64.9
Formal teacher observations of child	74	47	63.5
Portfolio assessments	74	43	58.1
Child emergent literacy and numeracy measures	74	34	45.9
Child social development or social competence measures	74	33	44.6
Work Sampling System	74	27	36.5
Other			
Dial 3	74	5	6.8
Checklist (District/general/local)	74	3	4.1
Assessments (School or Teacher Created/ Readiness)	74	1	1.4
Medical	74	1	1.4
"Informal" Assessment	74	1	1.4
Center-Created System	74	1	1.4
High Scope / COR	74	1	1.4
"Standards" / CD Standards	74	1	1.4
Observation/Teacher Judgment/Anecdotal Records	74	1	1.4
Report Cards	74	1	1.4

Table G3  
*Assessment of Other Program Dimensions*

Program Component	Number	Frequency	Percent
Teacher's or teaching assistant's performance	74	56	75.7
Family involvement	74	43	58.1
Classroom environment	74	43	58.1
Parent satisfaction	74	42	56.8
Curricular implementation	74	34	45.9
Measurement of whole class progress	74	33	44.6
NAEYC recommended practices (DAP)	74	26	35.1
Other			
First Steps Parent Survey	74	1	1.4
Creative Curriculum Model	74	1	1.4
Administrator's checklist on literacy, numeracy, environment	74	1	1.4
High Scope Checklist (individual progress)	74	1	1.4
Teacher/Child Interactions Curriculum, Physical Environment	74	1	1.4
High Scope training sessions (follow-up observations/discussions with trainer)	74	1	1.4
Health and Safety, Nutrition and Food Service	74	1	1.4

**APPENDIX H**  
**PUBLIC AWARENESS AND COMMUNITY INVOLVEMENT**

Table H1  
*Public Awareness of Program*

Publicity	Number	Frequency	Percent
Newspaper	73	71	97.3
Contact with families of former students	73	56	76.7
Contact with community groups	73	55	75.3
Contact with community service providers	73	53	72.6
Brochures	73	47	64.4
Open house	73	46	63.0
Radio and TV	73	39	53.4
Community developmental screenings	73	21	28.8
Speakers	73	15	20.5
Other			
Parenting program	73	3	4.1
Flyers	73	3	4.1
Newsletters	73	2	2.7
Flyers/banners	73	2	2.7
Success by Six	73	1	1.4
Individual notices to parent, students, social service agencies	73	1	1.4
Posters and flyers in grocery stores, DSS, etc.	73	1	1.4
School paper and posters throughout the community	73	1	1.4
Registration banners	73	1	1.4
Banner over major streets, poster, home visitors	73	1	1.4
Parenting coordinator	73	1	1.4
Family school coordinators help in distribute in community	73	1	1.4
Banners	73	1	1.4
Website	73	1	1.4
I call parents who have children in grades CD – 2 <sup>nd</sup> grade who have indicated having a younger child at home.	73	1	1.4
Take home mail at elementary schools	73	1	1.4
Churches	73	1	1.4
Posters in schools and at area stores: Middle Tyger Community Center (DSS, DHEC, GED, etc.)	73	1	1.4
Contact with families currently enrolled in the school. Visit to the public housing centers.	73	1	1.4
School marquee and newsletter	73	1	1.4
Radio, posters in community, letters to business/plants to put in commons area	73	1	1.4
Radio “spots” cable CN2 news	73	1	1.4
Letters home with older siblings	73	1	1.4
Post flyers in local businesses; send information home with all students	73	1	1.4

